Dec. 21, 1965

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

ALICE MORTON
ARCHIVES
B3

NOON RELEASE
December 21, 1965

Task Force Report:

Negro Teachers Separate
As Schools are Integrated

WASHINGTON, D.C., Dec. 21--Racial, rather than professional reasons, have caused 452 Negro teachers in the South to lose their jobs or be demoted to jobs beneath their qualifications.

Some of these teachers--413--were displaced when the Negro schools in which they taught were closed. The other 39 were displaced because of "political activism"--being too closely identified with civil rights activities. In addition, 216 Negro teachers in Florida were demoted because of failure to pass the National Teachers Examination.

About 85 percent of these 668 teachers are now working but in some instances at jobs below their qualifications. The other 15 percent--95 teachers--have found no other employment.

These facts are from a report made public today by a special task force of the National Education Association. The task force, financed jointly by the NEA and the U. S. Office of Education, was created to collect the facts on the displacement of teachers in the 17 southern and border states, as a result of school integration.

(More)

Chairman of the group was Robert L. Cousins, associate director of the Southern Education Foundation, Atlanta, Ga.

The states included in the study were Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Missisippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

The total number of teacher displacements reported represents only the cases that could be documented. The report says the actual total is larger, but probably will never be known.

"The generalization seems to be justified," states the task force report, "that most displaced Negro teachers fear to make an issue of the way they have been treated, even when they have access to needed help. Moreover, many displaced teachers expressed hope that they may yet be re-employed, which tends to make them overcautious in reporting on past and present treatment."

In an area of the nation where both tradition and law have long upheld segregated schools, requiring segregated student bodies taught by segregated faculties, the task force reports:

- Typically, the southern white school is viewed as having no place for Negro teachers. As a result, when Negro pupils in any number transfer out of Negro schools, Negro teachers become surplus and lose their jobs.
- Ironically, in those southern school districts that have moved more rapidly toward desegregation, the professional mortality rate among Negro educators is highest.

In the "hard core" areas of resistance to school integration, the report says, "it matters not whether (Negro teachers) are as well qualified as, or even better qualified than, other teachers in the system who are retained. Nor does it matter whether they have more seniority. They were never employed as teachers for the school system--as the law would maintain--but rather as teachers for Negro schools."

In general, the report continues, the more extensive the desegregation the greater the chances that Negro teachers would be displaced.

Despite a general teacher shortage, the task force reported that as many as 1,900 summer graduates of the 73 predominantly-Negro teacher-training institutions are not teaching, although they may have other jobs. Reports from 45 of the colleges showed at least 1,136 summer graduates not teaching. Using the same rate for non-reporting colleges, the task force arrived at the 1,900 estimate.

The task force found that of the 95 unemployed teachers, nearly 8 out of 10 had been in the classroom at least five years and all but five had college degrees. The typical unemployed teacher had taught elementary school, was a married woman, had three children, and had to work to support her family. Eight out of 10 of the teachers owned their own homes. Most of them were ready and willing to move to find other employment.

There was evidence that the survey prevented further displacement. "The present survey itself has put some school administrations on notice that their actions are being observed and may be publicized, an action which was obviously unpalatable to many. In contrast, one educational leader urged that such studies as this one be continued for the sake of their preventive effect."

On the credit side of the southern school integration ledger, however, the task force cites several instances of effective utilization of Negro personnel:

- Chattanooga, Tennessee, schools employ a former principal of a Negro school as coordinator of general education.
- A Fairfax County, Virginia, school employs the principal of a former Negro school in the now predominantly white school.
- In Dade County, (Miami) Florida, a Negro has been appointed assistant superintendent of schools.
- In St. Louis, Missouri, approximately half of the principals and at least five members of the central office administrative and supervisory staff are Negroes. The assistant superintendent in charge of personnel told a task force team that he would hire 200 teachers, white or Negro, if they could be found.

(More)

The report recommends specific steps to alleviate the conditions it found, emphasizing that "one of the insights which has emerged from the present turmoil is the need for massive programs of intergroup and compensatory education for large numbers of southern teachers, both Negro and white."

Further recommendations of the task force range from assistance to individual displaced teachers to improvement in tenure laws and in the preparation and training of teachers, and their upgrading through continuing in-service education after they have entered on teaching careers.

Educators from each of the 17 states covered by the survey were members of the task force.

# # # #

12/20/65

12/21/65

TASK FORCE BY STATES

* Indicates chairman of state team

ALABAMA

*William A. Hunter
Dean, School of Education
Tuskegee Institute
Tuskegee Institute, Alabama

George W. Jones, Dean
Miles College
Birmingham, Alabama

Father Albert S. Foley
Professor of Sociology
Spring Hill College
Mobile, Alabama

Richard Lewis
Director of Public Relations
Stillman College
Tuscaloosa, Alabama

ARKANSAS

*R. K. Bent
Professor of Education
College of Education
University of Arkansas
Fayetteville, Arkansas

B. G. Williams
Supervisor of Instruction
State Department of Education
Little Rock, Arkansas

DELAWARE

*L. M. Christophe, Principal
Howard High School
Wilmington, Delaware

FLORIDA

*Charles M. Grigg, Director
Institute for Social Research
Florida State University
Tallahassee, Florida

William T. Simons, Doctoral Student
Department of Sociology
Florida State University
Tallahassee, Florida

Evelyn B. Martin, Head
Dept. of Administration and Supervision
Florida A & M University
Tallahassee, Florida

Josh Williams, Doctoral Student
School of Education
Florida State University
Tallahassee, Florida

GEORGIA

*Cleveland L. Dennard, Principal
Carver Vocational School
Atlanta, Georgia

Joe M. Hendricks
Dean of Men
Mercer University
Macon, Georgia

Rebecca E. Davis
College Supervisor of Student Teachers
Clark College
Atlanta, Georgia

Harold Stinson, Superintendent
Boggs Academy
Keysville, Georgia

KENTUCKY

*Morris Cierley, Chairman
Division of Educational Administration
College of Education
University of Kentucky
Lexington, Kentucky

Eddie Morris, Registrar
Kentucky State College
Frankfort, Kentucky

LOUISIANA

*L. L. Kilgore
Director of Negro Schools (Retired)
State Department of Education
Baton Rouge, Louisiana

Dan Thompson, Chairman
Division of Sociology
Cillard University
New Orleans, Louisiana

MARYLAND

*Otis Froe
Director of Guidance and Evaluation
Morgan State College
Baltimore, Maryland

MISSISSIPPI

*Lee Williams
Director of Placement
Jackson State College
Jackson, Mississippi

MISSOURI

*Buena Stolberg, Past President
Department of Classroom Teachers, NEA
Webster Groves, Missouri

NORTH CAROLINA

*Samuel L. Hopkins, Chairman
Division of Natural Sciences
Livingstone College
Salisbury, North Carolina

W. I. Morris, Placement Officer
A & T College
Greensboro, North Carolina

Norris W. Preyer
Professor of History
Queens College
Charlotte, North Carolina

Dr. George Shipman, Chairman
Department of Education
Graduate School
North Carolina College
Durham, North Carolina

Roy E. Sommerfeld
Professor of Education
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

OKLAHOMA

*Claude Kelley, Assistant Dean
College of Education
University of Oklahoma
Norman, Oklahoma

SOUTH CAROLINA

*Leroy Anderson
Professor of Education
South Carolina State College
Orangeburg, South Carolina

TENNESSEE

*Ralph Martin, Director
Technical Teaching Center
Knoxville College
Knoxville, Tennessee

Archer Dykes, Director
Memphis Center
University of Tennessee
Memphis, Tennessee

Howard Aldmon
Assistant Professor of Education
College of Education
University of Tennessee
Knoxville, Tennessee

TEXAS

*J. L. Brown, Coordinator
Texas Principals Association
Prairie View A & M College
Prairie View, Texas

Ina Bolton Brown
Professor of Education
Texas College
Tyler, Texas

M. J. Banks, Dean
Bishop College
Dallas, Texas

Joe Harris, Dean
Southern Methodist University
Dallas, Texas

VIRGINIA

*Robert Lazear, Secretary
Hampton Institute
Hampton, Virginia

C. M. Colson
Professor of Education
Virginia State College
Petersburg, Virginia

B. F. Dabney
Assistant to the President
Virginia State College
Petersburg, Virginia

Gregory Whiting
Associate Professor of Education
Virginia Union University
Richmond, Virginia

WEST VIRGINIA

Mary Titus, Consultant
Classroom Teachers Department (Retired)
West Virginia State Teachers Association
Huntington, West Virginia

NEA COMMITTEE

D. Dave Darland, Associate Secretary
Commission on Teacher Education
and Professional Standards

Margaret Stevenson, Executive Secretary
Department of Classroom Teachers

Samuel B. Ethridge, Assistant Secretary
Commission on Professional Rights
and Responsibilities

CHAIRMAN of TASK FORCE

Robert L. Cousins, Associate Director
Southern Education Foundation
Atlanta, Georgia

CAPSULE FINDINGS STATE BY STATE 12/21/65

The Task Force Survey found 668 teachers who had been displaced or demoted.

ALABAMA	30 Negro teachers in 12 communities displaced. Many Negro college graduates trained in teaching not hired.
ARKANSAS	33 Negro teachers displaced, but faculty desegregation started with ten Negro teachers in five separate districts teaching white students. White teachers who refuse to teach Negro students are, however, upheld by administrators.
DELAWARE	No displacement reported, and state "has provided practices worthy of emulation by other states in dealing with pupil and teacher integration."
FLORIDA	Ten displacements reported due to desegregation, and 216 displaced or demoted because of failure to pass National Teachers Examination. Statewide tenure law exists. Promising practices noted in some areas of the state.
GEORGIA	18 teachers displaced due to civil rights activities. Blacklisting of these teachers in other districts reported. Attitude in rural areas is such that as desegregation occurs, so will displacement. Faculty desegregation reported in few areas.
KENTUCKY	39 Negro teachers displaced by desegregation of schools. Faculty integration lagging far behind student integration.
LOUISIANA	A single instance of displacement reported. Oversupply of Negro teachers found. National Teachers Examination required.
MARYLAND	No displacement reported. Strong state teacher tenure law. Few unemployed Negro teachers.
MISSISSIPPI	Two teachers displaced because of civil rights activities. No school desegregation.
MISSOURI	Seven displaced in a single community. No unemployed college graduates in teaching. St. Louis and Kansas City Negroes in high supervisory posts.
NORTH CAROLINA	At least 94 displaced. No tenure or continuing contract. National Teachers Examination required.
OKLAHOMA	Thirteen instances of displacement reported. Total reported at more than 400 since 1954. Trend in Oklahoma City and Tulsa is to employ more Negro teachers.
SOUTH CAROLINA	No displacement found. No desegregated school faculties. No tenure or continuing contract law.
TENNESSEE	33 teachers displaced. Considerable unemployment among recent college graduates in teaching. Twenty percent of schools have integrated faculties. Strong tenure law.
TEXAS	148 Negro teachers displaced. Many teaching graduates unemployed. No tenure law.
VIRGINIA	24 Negro teachers displaced. Considerable unemployment among Negro college graduates in teaching. State has continuing contract law but subject to local adoption. Northern Virginia ahead of rest of state in faculty desegregation.
WEST VIRGINIA	No displacement reported. Negroes in many places are supervisors or principals of "white" schools.

12/21/65

SUMMARY OF FINDINGS

The Task Force survey found that:

- 668 teachers had been displaced or demoted in the current year--including 216 in Florida for failure to pass National Teachers Examination; 413 displaced when "their" schools were closed and "their" students put in integrated classrooms; 39 displaced or demoted because of civil rights activities.

- 95 of these teachers are still without teaching jobs.

- 1,136 summer teacher graduates of predominantly-Negro colleges in the South do not hold teaching jobs.

- As the school systems desegregate, Negro teachers are displaced. The greater the desegregation, the greater the displacement.

- As desegregation continues, Negro teachers may find their way back into the schools, but not in the same proportion.

- Even when they do, they are likely to be given--at least initially--posts in which they have only limited contact with students.

- Even where outright displacement of Negro teachers has not occurred, employment of new Negro teachers is likely to be very low.

- If Negro principals are retained after their schools have been closed down, they are usually demoted.

- Displacement is more likely to occur--or at least be more visible--in rural than in urban areas.

- Placement services for new Negro teachers are either non-existent or inadequate.

- Few school systems or state departments of education have Negroes in positions with responsibility for all schools.

- Large cities in the South have clusters of Negroes trained to teach--but who have never obtained a teaching position.

- Since the 1954 Supreme Court decision, laws enacted in the six Border States have tended to ease school desegregation, while laws in the 11 states of the South have tended to inhibit it.

SUMMARY OF RECOMMENDATIONS

The Task Force came up with a couple of dozen recommendations to alleviate the problems it found. Among them:

The Federal Government should--

1. Provide funds to integrate professional agencies, organizations and colleges to help them devise programs to upgrade the abilities and skills of displaced teachers.

2. Expand its services from just school systems now undergoing integration to other schools still segregated which need help.

The National Education Association should--

1. Provide more extensive legal and financial help to teachers unemployed because of race.

2. Provide a national listing service for these teachers to assist them in finding new jobs and to help school systems find teachers.

The colleges in which Negro teachers are trained in the South, should--

1. Strengthen their placement and counseling services.

2. Devise special learning activities to help prepare graduating teachers to meet problems of integration.

3. Develop selective admission programs to insure that only top-notch students enter teacher programs.

4. Insure that Negro students preparing to teach get a firm foundation in the liberal arts in addition to that specialized teaching field.

5. Make sure student teachers have practice teaching experiences in integrated classrooms.

6. Give student teachers practice in taking standardized tests.

State education associations should--

1. Take the lead in seeking strong teacher tenure laws.

2. Integrate as soon as possible on an equitable basis.

State departments of education should--

1. Require that all professional personnel be assigned without regard to race.

In addition the report recommends all agencies should combine to develop programs to upgrade the training these teachers receive and to offer additional training when desirable.

Dec. 15, 1965

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

December 15, 1965

Alice Morton
Archibes - B3

FOR IMMEDIATE RELEASE

Florida Teachers
Move on Merger

WASHINGTON, D. C.--The boards of directors of the predominantly-white Florida Education Association and the predominantly-Negro Florida State Teachers Association have agreed to merge on July 1, 1966, subject to delegate approval.

Florida is the first southern state to have gone this far in meeting the National Education Association's merger resolution first propounded at its Seattle convention in 1964 and repeated this year at its New York City convention.

The resolution requires NEA affiliates to both remove racial restrictions on membership and present a merger plan, jointly developed by the white and Negro associations, to the NEA by July 1, 1966.

Most state associations in the South have already removed "white only" restrictions from their membership requirements. Florida removed such restrictions before the 1964 resolution.

The Florida merger plan, announced Dec. 10, still needs approval by two-thirds of the voting delegates at conventions of the two organizations next April. It provides that officers of both associations would serve out their terms in the new organization to be formed.

Dr. William G. Carr, NEA executive secretary, wired congratulations on the plan, noting that "Florida, the site of the 1966 NEA convention, thus will become the first state in recent years to unite the entire teaching profession."

# # #

12/15/65

Dec. 12, 1965

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Beatrice M. Gudridge or Tom Hawkins

Alice Morton
Archibes - B3

FOR RELEASE: SUNDAY PAPERS
December 12, 1965

Special Committee of Topflight Educators
To Advise NEA-CSI On Long-Range Planning

WASHINGTON, D.C., Dec.7--Six nationally prominent educators have agreed to serve as an ad hoc advisory committee to the National Education Association Center for the Study of Instruction. They are: John I. Goodlad, chairman of the group, Lois V. Edinger, John H. Fischer, J. Steele Gow, Jr., Sidney P. Marland, Jr., and Lester W. Nelson.

At their first meeting with the CSI staff, NEA Executive Secretary William G. Carr, expressed his gratitude to the committee for its willingness to serve. He said, "None of you busy people need yet another committee or additional assignments. We are pleased and proud that you believe the Center's potential so significant that you are lending your valuable time and cumulative wisdom to aiding the staff in its long-range planning."

The experience of the CSI Advisory Committee is wide and most members are actively involved in current important movements in education. Briefly, some of their activities are:

John I. Goodlad, chairman. Dr. Goodlad is professor of education at the University of California, Los Angeles, and director of the University Elementary School. He is probably best known for his writings on curriculum theory and school organization. He was the author of a consultant paper for the 1965 White House Conference on Education, has directed the UCLA teacher training program supported by the Ford Foundation, has served that organization often as a consultant, and

(More)

wrote "School Curriculum Reform," which is distributed by Ford. Dr. Goodlad is also one of the 27 scholars who were founding members of the National Academy on Education.

Lois V. Edinger is assistant professor of education at the University of North Carolina, Greensboro, and received her doctorate from the Chapel Hill faculty of that institution. In her capacity as president of the National Education Association during 1964-65, Miss Edinger traveled widely and had ample opportunity to assess the problems and concerns of the organized profession at every level of education.

John H. Fischer is president of Teachers College, Columbia University in New York. In addition to his leadership role in one of the most prominent schools of education in the country, Dr. Fischer had many years of practical experience as superintendent of schools in Baltimore, Md.

J. Steele Gow, Jr. Dr. Gow has recently joined the faculty of Bucknell University in Lewisburg, Pa., as vice-president for planning and development and professor of political science. A former newspaperman, Dr. Gow turned his writing abilities to education and became a professor and co-director of the Research and Development Center, University of Pittsburgh, before he left for Bucknell.

Sidney P. Marland, Jr. is superintendent of Pittsburgh, Pa., public schools and has also served in that capacity in Connecticut and Illinois. He chaired a panel on "Can Urban Schools Be Managed?" at the 1965 White House Conference and brings to the committee an intimate knowledge of the problems faced in big city schools and how some of these problems are being solved in Pittsburgh. Among his many activities, Dr. Marland serves on the Advisory Board of the Washington Internships in Education.

Lester W. Nelson ostensibly retired in 1963 after a long career in private and public school education which ranged from teacher to principal to associate education director of the Ford Foundation, his last post. Mr. Nelson was also treasurer of the Fund for the Advancement of Education.

Actually, he continues to be very active as a consultant and is presently director of the National Association of Educational Broadcasters National Project for the

(More)

Improvement of Televised Instruction, chairman of the advisory board of the Washington Internships in Education, and has served on a committee studying higher education in Pennsylvania. Mr. Nelson was a member of the board of trustees of Sarah Lawrence College and is the recipient of many honorary degrees for his distinguished service to American education.

The CSI staff under the director of Ole Sand and with the help of Dr. Elizabeth C. Wilson is currently engaged in a project supported by the U.S. Office of Education to develop guidelines for a long-range program involving a number of schools in rational curriculum planning.

The Center was established in 1963. Its first function was to follow up in disseminating the report and recommendations of the NEA Project on the Instructional Program of the Public Schools. The basic goals of the Center are to provide a setting for the continuing study of educational issues, to search for new ideas, to help public and private schools and college establish priorities, and to initiate and assist in innovations.

# # #

12/7/65

Dec. 7, 1965

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Howard J. Carroll

Alice Morton
Archives -B3

FOR IMMEDIATE RELEASE

Newark Teachers' Union Strike
Ends in Failure

NEWARK, N. J., Dec. 7--The Newark Teachers Union, AFL-CIO, which defied a court order barring a walkout, yesterday ended its two-day strike after a futile effort to obtain an immediate teacher representation election.

A fact-finding committee appointed by Mayor Hugh J. Addonizio described the union's request for an election as "untimely" and "in conflict" with the terms setting up an election between the teachers union (NTU) and the Newark Teachers Association (NTA) in December 1964.

At that time, the NTA, an affiliate of the New Jersey Education Association (NJEA) and the National Education Association (NEA), defeated the NTU in a close election and won the right to represent Newark's 3,200 teachers and complete an agreement with the board of education by July 27, 1966.

One major clause of the contract between the NTA and the school board stipulated that salary negotiations would "reopen" on Dec. 1 (the day before the union struck) to give teachers time to study board of education figures and make their own requests.

NTA officials explained that the clause was inserted because school budgets are normally submitted and discussed in December and January and adopted by February. Since the teachers, due to the contested election last year, had no opportunity to negotiate salaries with the board the "reopening clause" was inserted.

(More)

The teachers' union, however, attempted to smash the agreement between the NTA and the board of education by demanding an immediate election. The union claimed that the NTA-Board agreement should not permit negotiations on the 1966-67 budget.

When the NTU failed to make the board succumb to its demands for an election, the union threatened a strike. The board moved swiftly and obtained an injunction from Superior Court restraining the union from taking strike action.

(Ten NTU leaders were ordered to appear in Superior Court Friday, Dec. 10, to show cause why they should not be held in contempt of court).

But the teachers' union went ahead and struck anyway. The strike, however, failed to close a single school as only an average of 800 teachers out of a total of 3,200 stayed away from their classes during the two-day walkout.

Miss Ruth Buehrer, president of the NTA, charged the teachers' union with "intimidating teachers trying to work." She said anonymous men telephoned women teachers, particularly elementary teachers, and warned them not to go to school.

The school board, meanwhile, moved to serve all striking teachers with a copy of the injunction and said it would initiate contempt proceedings against teachers who disobey orders.

Mayor Addonizio went a step further and threatened to prosecute teachers who encouraged children to support the strike.

The mayor declared that any member of the NTU or anyone else "who encourages children to stay away from school, to disrupt classes, to bully classmates, to distribute strike literature or who encourages children to participate in this illegal strike in any manner will be prosecuted."

(More)

Sidney Rosenfeld, president of the NTU, declared that the "strike will continue whether we are cited for contempt or not. The strike will continue if we must go to jail."

But there was evidence of dissent among the union's leadership. Robert Giacobbe, a member of the teachers' union executive committee, crossed a school picket line and denounced the strike as "completely uncalled for." He said the strike "will be disastrous for the union and the city," according to the New York Times.

Labor solidarity was further shaken when members of Local 320 of the Custodial and Cafeteria Workers Union (employees of Newark public schools) disregarded the strike and crossed the picket line.

And then there was the effect that the strike had on school children.

Mayor Addonizio scored the teachers' union for its "cynical and destructive use of children," The Times story added. The denunciation followed a demonstration by several groups of students, most of them teen-agers, in front of City Hall last Friday afternoon.

Eyewitnesses, said The Times, reported that three students taken into custody--all minors--had refused to move when ordered to do so, had shouted epithets at police and had then resisted when the patrolmen tried to move them away. They were later released and sent home.

Meanwhile, protests to the union's demand for an election were voiced by officials of the NJEA and the NEA.

Dr. Frederick L. Hipp, NJEA executive secretary, said that the state association "will not be a party to contract busting by a faction of Newark teachers."

(More)

Hipp said the future of public employee bargaining is at the crossroads in the Newark dispute. "No public employee-labor agreement will be worth the paper it's written on if one faction of the Newark teachers can break the current agreement with the Board of Education," declared Hipp.

In a telegram to Miss Buehrer, Dr. William G. Carr, executive secretary of the NEA, declared: "I congratulate the teachers of Newark for standing fast in the face of a disruptive, sore-loser strike effort by union teachers in the city.

"The walkout is clearly a shoddy effort to disrupt continuing negotiations between the duly elected representatives of all the teachers--the Newark Teachers Association--and the Board of Education. In fulfilling your teaching commitment, you are keeping faith with the people of Newark and with the NJEA and the NEA, who pledge you their full support. This poorly conceived strike should fail. It will fail if you continue to stand united."

The mayor's fact-finding panel, in upholding the NTA's agreement with the board, said the union could call an election between April 27 and May 27 providing it comes up with the necessary signatures.

The Newark Evening News, in reporting teacher reaction to the fact-finding committee's report, said in its news column:

"Weary from anxiety and the long wait, and much relieved that it (strike) was all over, the strikers never questioned the fact that their demand for an immediate representation election was not met."

And while the teachers' union faces court action on the school board's injunction, the NTA's negotiating team sat down yesterday for the first in a series of negotiating talks on the association's $9.3 million "Economic Package" for teachers and the children.

# # #

12/7/65

Dec 1, 1965

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

FOR RELEASE ON OR AFTER
December 1, 1965

Briefs from the "NEA Journal"

Alice Morton
Archibes - B3

Vocational Education
Best Taught Where?

WASHINGTON, D.C.--Few deny the virtues of vocational and technical training but where, how, and when to offer this training is subject to much controversy. Three different opinions are offered in the current "NEA Journal," official publication of the National Education Association.

• Combine a general education program with vocational training. Jacob B. Zack, assistant superintendent for New York City high schools, believes a comprehensive system of this sort would "promote integration, encourage the discovery and development of genuine ability, and lend reality to the promise of opportunity."

• Keep vocational training separate. Burr D. Coe, director of the Middlesex County, N.J., Vocational and Technical High Schools, believes this is less costly not only to the taxpayer, but vocation-oriented students do better in a climate among their peers, unrestricted by competition with college-bound students. Coe points out that technical schools maintain close working relationships with industry, labor unions, and other agencies which keep the school program up-to-date and geared to the employment needs of the community.

• A two-year community college is the best place to offer vocational training. Ted Urich, assistant superintendent of the Community Schools, and Joe Mauck, dean of student personnel services, Iowa Wesleyan College, both of Mt. Pleasant, Iowa, write:

(More)

Vocational Education
Best Taught Where?

"To guide a student into a high school vocational course which may fill some immediate economic need may leave him not only culturally bankrupt but unable to adapt to changes in the future job market."

In addition to a wider range of occupational choices, a two-year community college can offer more semiprofessional jobs which are not open to high school graduates. "If...the high school insists on providing both general education and vocational education, it is unlikely to do right by either one," they conclude.

# # #

Teachers Prefer
All-Inclusive
Local Association

WASHINGTON, D C.--More than half of the nation's teachers surveyed recently said they preferred local professional organizations that admitted the total certificated staff, including the superintendent of schools, as opposed to an organization that admitted classroom teachers only.

The teacher-opinion poll, featured in the current "NEA Journal," official publication of the National Education Association, shows 53.4 percent of the teachers favored total certificated staff membership into local organizations, as opposed to 7.5 percent in favor of admitting teachers and principals only, and 26.4 percent in favor of classroom teachers only.

# # #

Higher Education Act
Will Benefit Teachers

WASHINGTON, D.C.--Included in the recent Higher Education Act is a provision for 24,500 teacher fellowships--costing $475 million--due largely to the efforts of U. S. Rep. John Brademas (D-Ind.).

As guest editorial writer in the current issue of "NEA Journal," official publication of the National Education Association, Brademas describes his keen interest in

(More)

teacher training "to provide more opportunities for persons in elementary and secondary education to acquire masters' degrees in their subject matter fields." Together with Sen. Wayne Morse, he introduced the "National Teacher Fellowship Act of 1965" which was subsequently incorporated into the High Education Act.

"The national teacher fellowship will enable women who have been busy raising families, since college graduation, to return to college in order to obtain masters' degrees and become more valuable school teachers," Brademas writes.

# # #

Teachers Forced to Moonlight
In Kanawha County, W.Va.

WASHINGTON, D.C.--Nearly two-thirds of the male secondary public school teachers in Kanawha County, W.Va., worked at a second job some part of the year, according to a story in the current "NEA Journal" by Betty Joe Lambert, mathematics teacher at Elkview (W.Va.) Junior High School. The "NEA Journal" is the official publication of the National Education Association.

According to the survey, sponsored by the Kanawha County Education Classroom Teachers Associations, both NEA affiliates, these second jobs ran the gamut from ambulance drivers and exterminators to janitors, gardeners, and store detectives.

"Not surprisingly," the author notes, "42 percent of the moonlighters indicated that after-school jobs have an adverse effect on their home life... Difficulties in maintaining a reasonable home life may account for many moonlighters' leaving the profession," she concludes.

# # #

12/1/65

Nov. 23, 1965

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Fred Stoffel

IMMEDIATE RELEASE

Alice Morton
Archives -B3

NEA Regional Parley
Told Education Hitting
Peak in Public Interest

WASHINGTON, D.C., Nov. 23--There is more interest and activity in education now on the part of the general public and the Federal Government than ever before in the history of man.

This was the concensus of five distinguished leaders in the fields of education, government, and research, who addressed 500 educators in Washington Nov. 17-21 for the National Education Association's Middle Atlantic Regional Conference on Instruction.

Terry Sanford, former North Carolina governor, stressed the growing interest of politicians in education. He discussed the Interstate Compact On Education plan designed to create an interstate commission of political and educational leaders from every state who will exchange views, conduct research and recommend proposals for financing education.

"This is the most exciting year in the history of education," Dr. Donald Keith Osborn believes. Speaking on how to achieve "Educational Opportunities for All," the chairman of community services for the Merrill Palmer Institute, Detroit, Dr. Osborn noted that "The Federal Government's monetary commitment to education has increased 30-fold since 1945--from $291,000,000 to about $9,300,000,000."

Commenting on the success of Project Head Start, Dr. Osborn pointed out the recent and enthusiastic interest on the part of parents as well as educators in bringing education to 4 and 5-year-olds. Sixty percent of the public schools now

(More)

offer kindergarten classes, and he anticipated that within 10 years nearly all of the schools would follow suit. He called for improving teacher training, increasing salaries, and raising the status of teachers involved in early childhood education.

NEA Executive Secretary William G. Carr told his Thursday night audience that "a successful teacher must be as sensitive as a symphony conductor and as alert as a lion tamer." Direct contact with the community, dedication to the job, capacity and respect for hard work, and a genuine enthusiasm for youth were specific qualities Dr. Carr noted in discussing a number of teachers who were selected in the past for various honors.

Informed and community-oriented educators must take an active part in the nationwide anti-poverty program carried on by the Office of Economic Opportunity, according to Dr. Joseph H. Hagan who addressed the conference on Friday. Dr. Hagan is special assistant to the director, Community Action Program, OEO, Executive Office of the President.

Educators have a responsibility to place themselves on community action boards to investigate the needs of the poor, he said. It is no longer possible for teachers to merely teach--they must learn about the home environment, the level of poverty and illiteracy, and, perhaps of equal importance, they must learn what the underprivileged themselves want.

"The whole thrust of the anti-poverty program is self-help," Dr. Hagan stated. He strongly denied that the anti-poverty program was "paternalistic or Big Brother."

"The teacher--not the class size nor the age of the school building--is still the most important element in education," according to Dr. Francis Ianni, director of the Division of Educational Research, U.S. Office of Education, who addressed the conference on Saturday.

Discussing educational research, Dr. Ianni stressed that all the teaching machines, programed courses, and computer systems now in use are aimed at improving

(More)

the relationship between the teacher and pupil. He put heavy emphasis on adequate salaries for teachers pointing out that "poor teaching is an inevitable result of poor salaries. A community that pays its teachers low salaries shows its lack of concern for education. The end result is that good teachers will move to communities where respect is shown for their profession."

NEA received a pat on the back from the USOE official. He told the audience that "NEA has done an excellent job of dissemination of research information. NEA has done far more to get research results into the field than we (USOE) have."

# # #

11/23/65

Nov. 19, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office,

Alice Morton
Archives -B3

For Further Information:
Beatrice Gudridge or Fred Stoffel

FOR RELEASE: P. M. PAPERS
November 19

Bureau of Indian Affairs
Teachers Form Council

WASHINGTON, D. C., Nov. 19--Formation of a new professional organization of teachers employed in schools operated by the U. S. Bureau of Indian Affairs was announced today by Dr. William G. Carr, executive secretary of the National Education Association.

The new association, to be called the National Council of B.I.A. Teachers, will be affiliated with the NEA and also with education associations in the states where such schools are located. There are about 3,500 teachers employed by the Bureau of Indian Affairs.

The states in which a large majority of them live and teach are Arizona, New Mexico, Alaska, South Dakota, Oklahoma, North Dakota and Utah. There are small numbers of B.I.A. teachers in Kansas, California, Mississippi, North Carolina, Oregon, Nevada, Montana, Iowa, Florida and Louisiana.

The council was formed at a meeting in Flagstaff, Ariz., of B.I.A. teachers' representatives and officials of the NEA and state associations. Also created were two area B.I.A. teachers' associations--one to serve teachers in the B.I.A.'s Gallup, N.M. area, and the other in its Phoenix, Ariz., area.

Al Smith, Polacca, Ariz., was elected interim chairman of the national council. Other interim officers: Garth Noyes, Tuba City, Ariz., vice chairman, and Jane Masawiestewa, Second Mesa, Hopi Reservation, Ariz., secretary-treasurer.

(more)

Named as area interim chairmen were Mrs. Theresa M. Harris, Crownpoint, N.M., for the Gallup area council, and Mrs. Catherine Iliff, Phoenix, for the Phoenix area council.

Appointed to a constitution-drafting committee were Harvey Corcoran, Oraibi, Ariz., chairman, and Ernest Rucker, Tuba City, Ariz., and Russell L. Tucker, Fruitland, N.M., members.

Carr said the national council will seek a number of reforms in procedures and working conditions for B.I.A. teachers. One is a school year comparable to that of public school teachers.

The national council also voted to seek B.I.A. approval of salary schedules which "encourage and recognize professional growth." Such programs would offer higher salaries for additional study and college degrees.

# # #

11/19/65

Nov. 8, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Beatrice M. Gudridge

Alice Morton
Archives - B3

FOR IMMEDIATE RELEASE

Teachers To Salute School Boards
In New Nationwide Awards Project

WASHINGTON, D. C., Nov. 8--Teachers will salute school boards in a new nationwide annual program co-sponsored by the Department of Classroom Teachers (DCT) of the National Education Association.

Twelve school boards with outstanding records in the fields of instruction, personnel management, community relations and school planning will be named every year to receive $500 each, and will then become eligible for two $2000 national awards--one to go to the system with fewer than 3000 students; the other to go to the system with more than 3000 students.

Underwriting the costs of the program and serving as co-sponsor is the Thom McAn Shoe Company.

Nominations may be made to DCT, NEA Washington Headquarters, on special application forms by any of the 8,500 local teachers associations affiliated with NEA. A committee composed of members in each of the six DCT regions, will evaluate nominations from its area and submit the most worthy to a national awards panel which will make the final decisions. Deadline date for nominations this year is Jan. 15, 1966, and the winners will be announced by DCT in May.

DCT President Elizabeth D. Koontz, commenting on the new project, said that there are some 27,763 school boards in this country who "labor to keep educational standards high."

(More)

In addition to millions of man-hours spent on this task, she pointed out, "These boards spend some 20 billion dollars a year and are responsible for educational policies which directly affect almost 42 million children."

The awards program, she believes, will focus public attention on the school board's contribution to its community, and will broaden the area of respect and understanding between the schoolboard and the professional education community.

# # #

11/8/65

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

FOR RELEASE: 7 P.M. EST
Nov. 6, 1965

NEA President Denounces School Textbook Boycott;
Urges Teachers to Maintain Professional Integrity

DURHAM, N.C., Nov. 6 -- President Richard D. Batchelder of the National Education Association asserted tonight that teachers should be free to choose textbooks solely on the basis of their merits as aids to teaching and learning.

In an address to the 25th Southeast Regional Conference of the Department of Classroom Teachers, NEA, Batchelder brought attention to a current effort by the American Federation of Teachers, Industrial Union Department, AFL-CIO, to boycott products of the Kingsport Press, Kingsport, Tenn., a major producer of textbooks and other books, serving some of the principal publishing firms in the country. The American Federation of Teachers adopted a resolution at its recent Los Angeles convention urging its affiliates "to call on the local boards of education to refrain from purchasing books printed by Kingsport Press."

Batchelder said a "black list" of encyclopedias, and more than 170 textbooks, mainly intended for use in elementary or secondary schools were involved.

Included are books of some 22 publishing houses, including such major firms as Grossett & Dunlap; Harcourt, Brace & World Inc.; Harper & Row; Alfred A. Knopf Inc.; McGraw-Hill Book Co.; and J. B. Lippincott Co. Also on the proscribed list are the World Book Encyclopedia, the Book of Knowledge, and the Encyclopedia International, all of which are widely used in the schools.

AFL-CIO President George Meany has called on state and local affiliates of that organization to assist in the boycott. The teachers' union's New York local, the United Federation of Teachers, strove in its recent negotiations with the New York City Board of Education to apply the boycott there. It was joined in that

-more-

effort by the New York City Central Labor Council and the Allied Printing Trades Council.

"This course of conduct," Batchelder said, "prejudices the right of pupils to learn. Only one standard can properly be used in the selection of textbooks and that is how well they serve the educational process.

"This instance demonstrates dramatically the need of the teaching profession to avoid entangling alliances which may lead, and in this case has led, to actions which impair the professional integrity of teachers.

"The boycott attempted by the teachers' union fortunately represents only a small minority of America's teachers. It is, nevertheless, an assault on the academic freedom which is a cornerstone of our educational system. It flouts the idea of local control of the schools. It is a disservice to pupils to deprive them of access to whatever books will best serve in their education.

"The merits of the case of the striking Press Unions are not at issue here. To preserve the professional integrity of the teaching profession is as much in the interest of organized labor as of any other segment of American life."

# # #

11/4/65

Nov. 1, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel

Alice Morton
Archives - B3

FOR RELEASE ON OR AFTER
November 1, 1965

Briefs From the "NEA Journal"

Mrs. Lyndon B. Johnson Calls on Educators And Schools To Help Keep America Beautiful

WASHINGTON, D. C.--"School children are the most natural allies of beautification, and you as educators are in a position to help them appreciate their immediate world, particularly through art and science classes." Mrs. Lyndon B. Johnson suggests, in the current "NEA Journal," official publication of the National Education Association, how this may be done.

Commenting on one Washington, D. C., school clean-up project Mrs. Johnson says: "Before the project, school windows were broken frequently, but none have been broken in the project area since the schools were spruced up."

Among other things Mrs. Johnson suggests that children be divided into clean-up teams to brighten parks with flowers, weed overgrown lots, repair fences, and clean up littered areas.

"The possibilities for beautification projects by school children are endless, and with your guidance I firmly believe that the boundless enthusiasm and energy of children can help produce a more beautiful America," Mrs. Johnson concludes.

The Journal reports that more and more schools are responding to this plea. In Indianapolis students are planting flowers and trees on school grounds and distributing anti-litter posters, litter bags and trash baskets. The Bridgeport (Conn.) Education Association has been active in a community-wide beautification program involving school committees and teams of youngsters who covered the residential, beach, and park areas.

(More)

Cooperating with the Arizona Federation of Garden Clubs, Phoenix schools tend the bushes and plants donated by the garden clubs.

In addition to beautifying school grounds in Shreveport, La., one National Honor Society "constructed trash boxes, placed them at the exits to the schools, then sold the waste paper collected," the Journal reports.

Richard E. Klinck, 1965 National Teacher of the Year, and a teacher at the Reed Street Elementary School, Wheat Ridge, Colo., tells of what he calls "Teaching the Fifth Essence"--that which, according to the ancient Greeks, gave life and purpose to the universe.

"To me it seems that beauty is the word for this 'fifth essence'--the natural beauty all around us, which we so often fail to see or appreciate," Klinck writes. "The discovery and cherishing of beauty must be fostered and encouraged. It is our responsibility as teachers to help in that discovery and encourage that cherishing, so that the fifth essence may be firmly grasped by every young American."

# # #

Teacher Opinion Poll Shows Overwhelming
Vote in Favor of Professional Sanctions

WASHINGTON, D. C.--What do teachers think of professional sanctions?

A recent Teacher-Opinion Poll published in the latest "NEA Journal," official publication of the National Education Association, found that 8 out of 10 are either strongly in favor or tend to favor the use of sanctions compared with only 1 in 10 who are opposed. Men teachers are slightly more vocal in supporting sanctions, and fewer are undecided than women teachers.

On a regional breakdown a significantly higher percentage of teachers in the Southeast report that they strongly favor sanctions than do those in the Northeast.

The imposition of sanctions, after thorough investigation, is a technique pioneered by the National Education Association. Sanctions may range from censure through withdrawal of non-contract services by teachers and refusal to sign new contracts.

# # #

NASA Aiding Classrooms
Teaching Space Science

WASHINGTON, D. C.--Today's precocious youngsters are demanding to know "how far is space?" and the National Aeronautics and Space Administration is helping them and their teachers find the answer.

According to the current "NEA Journal," official publication of the National Education Association, NASA is collaborating with the National Science Teachers Association--an NEA department--to develop classroom experiments which answer children's questions on space science.

Authors Albert F. Eiss, associate executive secretary, NSTA, and Journal staff writer Carolyn Mulford, report that 20 junior high science teachers from a five-state area took part in a five-day institute at Goddard Space Flight Center last year. Material gathered from that NSTA-NASA co-sponsored project was compiled into a teachers' guide now being tested in classrooms around the country.

Several years ago, the article notes, science teachers at Deep Run Valley, Pa., Joint Elementary School, had launched a program to teach space science through the use of simple experiments--releasing an air-filled balloon to demonstrate rocket propulsion, for example. The NSTA-NASA program is an extension of the Pennslyvania experiment.

Student experimentation and study of space science, according to the Journal, results in more than learning a set of facts. "The projects teach new applications of already familiar scientific principles while stimulating interest in other aspects of science; they cause young people to think and reason rather than just sit and listen."

# # #

College Students Rate Their
Professors in 21-College Survey

WASHINGTON, D. C.--Some of last year's college campus explosions may have been triggered by student dissatisfaction with their professors, according to Dr. Harold G. Shane, professor of education at Indiana University.

(More)

After interviewing more than 300 students from 21 colleges, Dr. Shane found that most of them are critical of teachers who read from lecture notes, who ignore the majority of students in favor of "highly promising students," and who give vague assignments.

Dr. Shane, reporting in the current "NEA Journal," official publication of the National Education Association, found student criticism--given with tolerance rather than bitterness--ranged from comments about their teachers' boring lectures and sarcasm, to a request that teachers pay more attention to cheating, and less attention to faculty feuding.

# # #

Pros and Cons of High School English
Research Papers Argued by Experts

WASHINGTON, D. C.--Does a child learn more from free-wheeling, creative writing, or from disciplined, patterned writing restricted by the research paper form?

Differing opinions are expressed in the latest issue of the "NEA Journal," official publication of the National Education Association, by Thomas E. Taylor, English teacher at Kearny High School in New Jersey, and Sister M. Christina, chairman of the English department at the Nazareth Academy in Rochester, N. Y.

Research papers are valuable in science or social studies classes, but they don't help an English student learn to express himself, Taylor writes. The research paper, "by its very nature, subordinates the student's role to that of a reporter and organizer of other people's ideas, affording him little, if any, opportunity to organize and express his own thoughts on the subject."

In favor of research papers as a learning-to-write technique "if the skills involved are introduced gradually and the field of research is strictly limited in scope," Sister Christina writes that a student learns "that the way he organizes other people's ideas in relation to one another can speak for him sometimes as effectively as if he were expressing his own ideas."

# # #

10/28/65

Oct. 29, 1966

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel

FOR IMMEDIATE RELEASE

Teachers Should Help Police Own Ranks, Says NEA

Alice Morton
Archives - B3

WASHINGTON, D.C., Oct. 29--"The quality of education in the schools in the United States of America depends to a greater degree on the quality of teachers than on any other factor."

And to make sure that the quality of teachers remains at the highest possible level, the teaching profession itself "must become accountable and responsible for the competent performance and ethical behavior of the individuals in practice."

These thoughts are from a new booklet, "Professional Practices Regulations: A Plan for Action," which advocates that what it calls a "professional practices commission" be established in each state. Each commission, made up of educators, would act as a sort of court of first resort to judge cases in which the competence and the ethical behavior of members of the teaching profession have been questioned.

The book is a publication of two units of the National Education Association --the National Commission on Professional Rights & Responsibilities, and the National Commission on Teacher Education and Professional Standards.

The book makes clear that a professional practices commission would not take away any of the present constitutional rights of educators appearing before it. The commission would not act as a government court. Instead, "the approach should be primarily one of guiding and counseling--preventive and remedial rather than policing."

(More)

The commission could make recommendations to the state board of education in instances which concern suspension or revocation of teaching certificates.

As envisioned in the book, the commission could act not only against incompetent teachers but for competent ones. The book points out that "protecting teachers against unjust treatment liberates them to perform their professional duties without the threat of improper pressure. The guarantee of academic freedom is of special importance to elementary and secondary school teachers because of the nature of their positions and the pressures to which they are subjected."

The book suggests that state law establishing the commission include recognition of teaching as a profession; provide that the standards applied by the board be developed by the profession itself; provide that the commission be financed by educators, not by the states; provide that membership on the commission be representative of all segments of the profession; provide that the governor and the superintendent of public instruction name members of the panel from a list of qualified people selected by the profession; and that the commission itself elect its own leaders, establish procedures, adopt rules and regulations under which it will operate, and secure legal and other services as necessary.

A number of states, the booklet says, have already instituted such commissions--California, Florida, Kentucky, and North Dakota among them. (Oregon established a commission after the booklet was printed.) In Connecticut, while such a commission exists, it is not established in law. In Arizona, Iowa, Michigan, Minnesota and Nebraska, New Mexico, New York, Utah, Washington, Wyoming and other state groups are already at work to get such professional practices commissions established.

# # #

NOTE TO EDITORS: For press use only a copy of the 30-page paper-bound "Professional Practices Regulations" may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. For other uses the book may be purchased for 25 cents each from NEA Publication Services at the above address. Payment must accompany orders of $2 or less.

# # #

10/29/65

Oct. 15, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Beatrice M. Gudridge or Tom Hawkins

ALICE MORTON
ARCHIVES - B3

FOR RELEASE: At Will

President Johnson's Push for Good Schools
Reflected in AEW Proclamation

WASHINGTON, D.C., October 15--President Lyndon B. Johnson, onetime teacher in Texas, continues to push for better schools.

In proclaiming Nov. 7-13 as American Education Week, the President said:

"I urge parents to acquaint themselves fully with both the problems and the promise of their schools. And I urge each community to study the needs of its schools and to use all the resources at its command to make equal educational opportunity a reality for all Americans."

Mindful of the 1965 AEW theme of "Invest in Learning," the President noted in his proclamation that education brings benefits without limits.

"It endows men not only with the ability to make a living, but with the precious capacity to live with purpose."

Calling education the "richest legacy this generation can bequeath to the next," President Johnson warned that Americans must strive to enrich the educational system so that the benefits flow freely and abundantly to all citizens.

In demanding that the educational needs of the Nation must be assessed and those needs met, the President placed himself on record as supporting the original purpose of American Education Week which was established in 1921 by the National Education Association and the American Legion. (Later the U.S. Office of Education and the National Congress of Parents and Teachers joined as sponsors.)

-more-

Begun 44 years ago to correct conditions that allowed an alarmingly high proportion of youth to be illiterate and physically unfit, AEW through the years has been traditionally a time for parents and other interested citizens to visit the schools to see for themselves not only the great current needs, but also the achievements of education.

In hundreds of local communities, the overall theme, "Invest in Learning" will be spelled out day by day during the week by focus on the following subthemes:

Sunday, Nov. 7: Strengthening of moral and spiritual values in developing the student's ability to form his own opinions and judgments.

Monday, Nov. 8: Cultivating the intellect to preserve accomplishments of the past while instructing also for the future.

Tuesday, Nov. 9: Personal fulfillment through the customary formal education and then building upon it with each new experience at every stage of life.

Wednesday, Nov. 10: Earning power, as well as culture, is a benefit of education. The more a man knows the more he may expect to earn.

Thursday, Nov. 11: Good citizenship with active participation in self-government.

Friday, Nov. 12: Family and community life enrichment.

Saturday, Nov. 13: International understanding.

# # # #

10/15/65

Oct. 4, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel or Tom Hawkins

FOR IMMEDIATE RELEASE

ALICE MORTON
ARCHIVES - B3

NEA Instructional Center To Help Schools
Plan and Carry Out Curriculum Change

WASHINGTON, D.C.--The National Education Association's Center for the Study of Instruction (CSI) today announced a new project in planning curricula for the nation's schools with the 1970's and the remainder of the 1960's in mind.

To start the new program, the U. S. Office of Education is providing a $60,000 grant. The project, called "Innovation in Planning School Curricula," thus is a continuation of the Center's earlier and successful "Schools for the Sixties" program.

The new venture will concentrate on the day-to-day problems of planning and carrying out constructive curriculum changes in actual situations from the pre-school through the junior college level. It is the first phase of a long-range effort to help schools adapt and use theories of rational curriculum planning, CSI director Ole Sand stated.

Steps to be taken during this coming year include:

- Development of comprehensive theories of institutional planning for change
- Exploration of practical ways of translating systematic theory into action in classrooms
- Investigation of a variety of school situations to serve as possible sites for future school-based testing and demonstration centers

Joining the staff of the CSI to launch the project are two well-known educators experienced in the practical problems of organizing curriculum change in the public schools. Elizabeth C. Wilson, Director of Curriculum Development,

(More)

Montgomery County, Md., will serve as Project Coordinator and is being loaned to the CSI by the Montgomery County Public Schools for the coming year. Donald A. Myers, formerly Curriculum Director for the Riverview Garden Schools, St. Louis, Mo., is Research Associate for the project.

An important initial activity is a three-day seminar which will bring together a small group of leading theorists and school people in early October. Participants will analyze and discuss a series of background papers relating to curriculum design and the processes of curriculum change. The conference will also develop directions for the project and suggest promising school sites for future visits.

After the seminar, the CSI plans to summarize the proceedings of the conference and to publish the position papers as aids to the project planning and as guidelines for schools.

Later in the year, probably beginning in January, the CSI staff expects to visit a number of schools and school systems with differing problems, needs, and aspirations, such as a large suburban school system, a large city school system, an isolated school district with minimum local financing, a university-centered experimental school, and a school or school system highly traditional in character and unreceptive to change.

From staff visits to schools across the country will emerge five to ten sites for full scale development, study, implementation, and evaluation of rational curriculum planning.

# # #

10/4/65

SEMINAR PARTICIPANTS

Airlie House
Warrenton, Virginia

October 2, 3, 4, 1965

I. Position Paper Writers

Robert Brackenbury
Professor of Education
University of Southern California
Los Angeles, California

Henry M. Brickell
Assistant Superintendent
Manhasset Public Schools
Manhasset, New York

David C. Clark
Professor of Education
Ohio State University
118 Arps Hall
1945 North High Street
Columbus, Ohio

Edgar Dale
Bureau of Educational Research
Ohio State University
118 Arps Hall
1945 North High Street
Columbus, Ohio

John I. Goodlad
Professor and Director
University Elementary School
University of California
Los Angeles, California

Egon Guba
Director
Bureau of Educational Research
Ohio State University
118 Arps Hall
1945 North High Street
Columbus, Ohio

Glen Heathers
Director
Experimental Teaching Center
School of Education
New York University
Washington Square
New York, New York

Esin Kaya
School of Education
New York University
Washington Square
New York, New York

John Rowell
School Library Supervisor
State Department of Education
Harrisburg, Pennsylvania

II. School/College Consultants

Robert H. Anderson
Professor of Education
Harvard University
Longfellow Hall, Appian Way
Cambridge, Massachusetts

John M. Bahner
Associate Superintendent
Dade County Public Schools
1410 Northeast 2nd Avenue
Miami, Florida

Joseph Cronin
Assistant Professor of Education
Harvard University
Longfellow Hall, Appian Way
Cambridge, Massachusetts

J. Steele Gow, Jr.
Vice-President
Research and Development
Bucknell University
Lewisburg, Pennsylvania

Bruce R. Joyce
Director
Master of Arts in Teaching
Manhattanville College
Purchase, New York

Karl Mathiasen III
Senior Staff Member
Brookings Institution
1775 Massachusetts Avenue
Washington, D. C.

Philip E. McPherson
Assistant to the Superintendent
Pittsburgh Public Schools
Administration Building
Bellefield Avenue at Forbes
Pittsburgh, Pennsylvania 15213

Jean Narayanan (Monday only)
Program Coordinator Adviser
Division of Elementary and
Secondary Research
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C.

Robert G. Scanlon
Administrative Head
Experimental School
University of Pittsburgh
Pittsburgh, Pennsylvania

Gerald R. Weinstein
Director
Elementary School Teaching Project
The Fund for the Advancement of Education
477 Madison Avenue
New York 22, New York

III. NEA - CSI Staff

Lawrence G. Derthick (Saturday only)
Assistant Executive Secretary
for Educational Services, NEA

Ole Sand, Director

Robert M. McClure, Associate Director

Margery Thompson, Program Specialist

Elizabeth C. Wilson, Project
Coordinator

Donald A. Myers, Research Associate

Lilian Brinkley, Project Secretary

Oct. 1, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel

ALICE MORTON
ARCHIVES - B3

FOR IMMEDIATE RELEASE

NEA Backs PTA
In Rightist Fight

WASHINGTON, D. C., October 1---The National Education Association has offered full backing to the National Congress of Parents and Teachers in its continuing battle with rightist groups--most recently with Let Freedom Ring.

Top officials of the NEA today notified Mrs. Jennelle Moorhead, national PTA president, that "you have the support of the organized teaching profession in every part of this country in your efforts to promote home and school cooperation in spite of the merchants of discord and hatred."

Richard D. Batchelder, NEA president, and William G. Carr, NEA executive secretary, wrote Mrs. Moorhead that "The nefarious attacks currently being made on the National Congress of Parents and Teachers through propaganda on telephone recordings has shocked the nation. The strategy of your enemies is reminiscent of the smear and the big lie technique used so effectively by Hitler, Stalin, and other notorious enemies of freedom."

Let Freedom Ring, a corporation founded by a Sarasota, Fla., doctor, uses automatic telephone-answering equipment to give callers a recorded message--a message which changes periodically.

In Chicago, headquarters of the National PTA, the recording has attacked the PTA as a political lobby attempting, together with the U. S. Office of Education, to "federalize our schools in the Russian manner."

# # #

10/1/65

Oct. 1, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel

Alice Morton
Archives - B3

FOR RELEASE ON OR AFTER
October 1, 1965

Briefs From the "NEA Journal"

Youngsters Write Their Own Primers
In Dislike of the Regular Book Fare

WASHINGTON, D. C.--Twelfth graders in English class blamed "those dumb books in first grade" for difficulties in reading, and decided to write their own for elementary youngsters.

Teacher Eve Silverman of Franklin High School, Somerset, N. J., tells the story in the October "NEA Journal," official magazine of the National Education Association.

"Joe" sparked the idea with complaints that teachers could make students read but "never make them love to do it." The teacher suggested to the class that they write primers first graders would be eager to read. The class of 25, most of them culturally deprived and some who had been involved with the law, set to the task eagerly.

The results:

The twelfth graders, with the principal's consent, took over five first-grade sections, learned how to interview small children, and delved into the problems of subject matter as well as the use of words. The twelfth-graders, considered "seniors" by the youngsters, also wrote, edited, and rewrote the primers.

The "seniors" reinforced their reading skills by using pictures and became aware that the first graders understood many words but couldn't recognize them on the printed page.

Observations and written responses to queries made it clear that the majority of students liked the primers, the teacher reports, and could read most of them. And, she adds, each student's approach to his own reading problems benefited from the experience.

# # #

WASHINGTON, D. C.--Parents of junior college students need no longer worry that their children will do well after they transfer to a full four-year college to complete their education.

They'll do OK, a new study shows.

The current issue of the "NEA Journal," official publication of the National Education Association, reports that "it appears that junior colleges do a good job of preparing their students for degree programs at senior institutions."

James H. Nelson, director of the National Project for Improvement of Articulation Between Two-Year and Four-Year Colleges, cites research to show that the grades of junior college transfers may droop a little after the switch, but soon start climbing.

Comparing the grades of transfer students and "native" students--those who started their higher education at the four-year college--Nelson writes that the junior college students typically got higher marks during the first two years than comparable students in the senior college. But in the last two years, he said, the difference was reversed.

"The data revealed no difference between transfer and native students," Johnson says, in the number of college credits earned.

He does feel, however, that four-year and two-year colleges do have to get together to improve such things as guidance, curriculum planning, evaluation of student credit, and admissions policies for transfer students to help them make the transition.

# # #

Teachers Political Interest
Nearly Triples in Decade

WASHINGTON, D. C.--Sixty-six percent of classroom teachers now believe they should work actively as members of political parties, according to a recent Teacher-Opinion Poll by the National Education Association's Research Division. In 1956, only 23 percent of the teachers favored participation in politics.

(More)

In the nationwide sample, featured in the "Journal" of the NEA, more than 92 percent said they voted in general elections, and 75 percent said they voted in primaries. More than 14 percent contributed money to a political party, and 11 percent gave their services as workers.

This means, the report states, that 250,000 teachers helped support the party of their choice financially, and 175,000 contributed services. But the number of teachers who have actually run for office is 0.2 percent, representing about 3,000 teachers.

# # #

Many School Librarians Aren't Happy as Substitutes
On Call To Run the Kindergarten or Do Other Tasks

WASHINGTON, D. C.--School librarians are getting tired of doing odd-job chores and working overtime, California librarian Clarabel Tanner reports in the October "NEA Journal," official magazine of the National Education Association.

Some librarians are so upset that they are quitting and turning elsewhere for jobs, and at a time when there are no librarians in 84 percent of our schools, the author notes.

One librarian was irked when the principal saw her skimming through a new magazine, part of her job in helping teachers find material, and suggested coldly that "if you have nothing to do here, perhaps you could help in the kindergarten room."

Other librarians complain of unreasonably long hours, of no time off to attend library conventions or exhibits of new books, of regular work that must be neglected while the librarian makes up the yearly textbook order, unpacks heavy boxes, and climbs the ladder to put books on the shelves.

There is need, the author concludes, to convince principals and the public of the value of the librarian, who sometimes "seems to be the Cinderella of the school system."

# # #

10/1/65

Sept. 1, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel

ALICE MORTON
ARCHIVES - B3

FOR RELEASE ON OR AFTER
September 1, 1965

Briefs From the "NEA Journal"

School Take-over
Extremists' Goal,
Says Head of PTA

WASHINGTON, D.C., Sept. 1--Extremists are attempting to take over the nation's schools through their PTAs, the PTA national president warned today.

Mrs. Jennelle Moorhead, writing in the current "Journal" of the National Education Association, says extremists, who would "substitute indoctrination for education" in the public schools, try to create fear and confusion in the schools through smears of teachers and administrators, demands for investigation, and infiltration and capture of local PTAs.

"The capture of a PTA may seem a limited goal, but the large goal of the extremists is to dominate the school system. Their aim is to dictate what will be taught and who will teach."

In repulsing the extremist attack on schools, Mrs. Moorhead declares, the PTA is in the front lines. "In the battle to preserve the public schools and to keep them free, there is no substitute for an informed, dedicated PTA."

# # #

"3 Rs" Not Top Priority
In Slum Schools: Prof

WASHINGTON, D.C., Sept. 1--In teaching slum children, "should our goal be that these youngsters learn the important things in life: not to steal, not to hit people over the head, to be able to stand some small frustration and still go on with the task? Or should our goal be that they learn, like Lee Harvey Oswald, to read and write, no matter what?"

The question is asked in the current "Journal" of the National Education Association by Bruno Bettelheim, education professor at the University of Chicago, who for the past two years has been meeting with teachers of culturally deprived children and helping them think through their problems.

And, although Bettelheim does not answer his own question in so many words, there's no doubt of what he thinks--reading and writing come in second.

Many teachers in slum classrooms, he says, "need help with their feeling of obligation to push the subject matter, a feeling intensified by all the public clamor of white and Negro citizens that everyone needs more education. Pressured by this sentiment, they concentrate on academic learning and ignore those emotional problems which, when not handled, prevent learning altogether."

# # #

Grade School
Guidance Draws
Teacher Fire

WASHINGTON, D.C., Sept. 1--When a guidance counselor began work in a Maryland elementary school, experienced teachers were among the first to call for her help.

That's how Sarah L. Leiter, Maryland's state supervisor of pupil services, answers a critic of elementary school guidance in the current issue of the "NEA Journal" of the National Education Association.

(More)

The critic, Denver teacher Robert R. Ferris, writes that a special guidance counselor, even though trained in psychology and sociology, can never have the "intimate relationship" that a teacher has with his pupils. "In this mechanistic age, the elementary school should make every effort to give the child some sense of personal identity. I believe that the person who is best qualified for this task is not a counselor, who is going to meet the child only on the occasion of some particular difficulty, but the classroom teacher, who remains in close daily contact with the child and his problems."

But the Maryland educator replies that its precisely the self-confident, competent, experienced teachers in Maryland who were "especially aware of the needs of children in their classes and receptive to obtaining help from a professional colleague whose special training enabled her to do much to supplement their services to the child and his parents."

# # #

9/1/65

Aug. 23, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Fred Stoffel

ALICE MORTON
ARCHIVES - B3

IMMEDIATE RELEASE

School Survey Aims
At Finding Best Ways
To Teach Citizenship

WASHINGTON, D.C.--What happens in New York or Paris or Karachi may affect life in the 4900 block of Braddock Road, Fairfax County, Va.

But how can the schools get American youngsters to recognize this and develop an active awareness that cuts across artificial boundaries of "block" or "county," and blossoms forth into awareness of the many parts that make up "world?"

This is the task that an association of social studies teachers has set for itself. And as the year-long project gets underway, the participants are quite optimistic about how it will turn out, for they foresee that their survey of anywhere from 25 to 50 top junior and senior high schools throughout the country will turn up a lot of interesting methods of doing just that.

The problem, really, is not that moving students toward citizenship awareness is not being done well already--but that it's only being done well in some schools. In others, teachers may have run out of new ideas for achieving this result, or may be so caught up by habit and inertia that they're not doing everything they could.

Announcement of the project, financed by a $100,000 grant from the Danforth Foundation, came today from Merrill F. Hartshorn, executive secretary of the

(More)

National Council for the Social Studies, a department of the National Education Association.

Hartshorn said that a four-man team will visit selected secondary schools this fall and observe the ways in which students are taught citizenship awareness and responsibility, not only in the classroom but in such extracurricular activities as student clubs and student government.

After the school visits are ended in January, a report will be issued describing the best techniques discovered of teaching citizenship.

The team of social studies experts will be headed by Dr. Donald W. Robinson, who is taking a year's leave of absence from his post as associate editor of the "Phi Delta Kappan," a leading educational journal. Other team members, who are on half-year leaves from their jobs are Dr. Harold Oyer, assistant superintendent of schools in Elkhart, Ind.; Dr. Elmer Pflieger, divisional director of social studies in the Detroit, Mich., public schools; and Dr. Daniel Roselle, history professor at the State University of New York, Fredonia.

An advisory committee has been set up to work with the project team in selecting schools and evaluating social studies programs. Committee chairman is Dr. Stanley E. Dimond of the University of Michigan. Members are Miss Adeline Brengle of the Elkhart, Ind., public schools; Dr. Richard E. Gross of Stanford University; Dr. William H. Hartley of Towson (Md.) State College; Dr. Franklin Patterson of the Lincoln Felene Center for Citizenship and Public Affairs, Tufts University; and Dr. Natalie J. Ward of the Los Angeles, Calif., city schools.

# # #

8-23-65

Aug. 10, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

ALICE MORTON
ARCHIVES - B3

For Further Information:
Fred Stoffel

IMMEDIATE RELEASE

Nov. 15 Deadline
Set for Maehling
Grant Applicants

WASHINGTON, D. C.--Classroom teachers intending to file applications for the 1966 Hilda Maehling Fellowships will have to get their applications in by Nov 15, 1965.

The Department of Classroom Teachers, largest organization within the National Education Association, annually sponsors the fellowships. They were established in 1959 to honor Hilda Maehling, first executive secretary of DCT and first assistant executive secretary for professional development and welfare of NEA.

The fellowship applicant must be a qualified classroom teacher and must submit for consideration:

- A description of the special project he intends to follow under a fellowship.
- Evidence of professional preparation, successful teaching experience, and outstanding professional service and leadership.
- Endorsements of his ability to follow-through on his fellowship plans.

Fellowship grants are made from income accumulating in a fund from voluntary contributions by teachers. The fund now stands at $119,000.

Applications and information may be obtained from the Department of Classroom Teachers, National Education Association, 1201 - 16th Street, N.W., Washington, D.C. 20036.

# # #

8/10/65

Jul. 26, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Beatrice M. Gudridge or Joseph Hanlon

FOR IMMEDIATE RELEASE

Progressive Education Theories Find Favor Among Educators

WASHINGTON July 26--Progressive education, whipping boy victim of critics of the American school system not many years ago, is again becoming respectable. The rehabilitation of the progressives, whose insistence that education is an instrument of social change and that schools should teach respect for individual worth, was derided as "life adjustment" by their detractors, has come about as a consequence of the war on poverty and its concern with early education.

This trend is noted in "The Shape of Education for 1965-66" published as the seventh volume in a semiannual series issued by the National School Public Relations Association. The "Shape" series is prepared by the editors of "Education U.S.A.", a weekly newsletter published by NSPRA in cooperation with the National Education Association.

As evidence of the renaissance of progressive education, "Shape" cites the observations of Harold Taylor, former president of Sarah Lawrence College and vice chairman of the National Committee for Support of the Public Schools. Addressing the Education Writers Association, Taylor asserted that educators who hoped to contribute to the war on poverty would find themselves adopting the premises of progressive education in spite of themselves.

"It is only by the application of progressive methods to the immense problems of the culturally deprived and the economically disadvantaged that we can hope

(More)

for any real solution," Taylor said. "By the necessities of the war on poverty we will once again be forced to face the problem of the individual child, to deal with each child in his own terms--where he is, what he is, what he is ready to do, how he can best be taught, how he can achieve his own intellectual independence."

Refuting a popular distortion of the aims of progressive education, Taylor said it was not simply a set of educational techniques practiced by "wild eyed romantics to encourage basket weaving, demand feeding, bad spelling, playing on the recorder, youthful disobedience and general sloth" but rather an educational philosophy which asserted a belief in progress, willingness to act boldly, to experiment, and to make the worth of an idea depend on how it appears in action rather than how it looks on paper or whether it is in conformity with accepted dogma.

Taylor's ideas about the revival of progressive education, the "Shape" article points out, are consistent with the views expressed by the Association for Supervision and Curriculum Development in a new report of that Association titled "The Elementary School We Need." That report, written by George Manolakes, professor of education, New York University, argues that the elementary school must minimize tension and exhibit a concern for the individual student, so that all children may have opportunity to grow and mature without feelings of humiliation or inferiority.

Fourteen other articles in "The Shape of Education for 1965-66" include a look at new textbooks; a report on a study of academic freedom; an analysis of today's pressured teenagers; a documented research study of "the deplorable state of health education in the nation's schools," and proposals for repairing the deficiency.

7/26/65

NOTE: For press use only, copies of "The Shape of Education for 1965-66" may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N. W., Washington, D.C. 20036. For other purposes the 64-page paperback may be ordered from the National School Public Relations Association at the above address for $1 a copy.

June 18, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, [illegible]

Alice Morton
ARCHIVES

For Further Information:
Fred Stoffel or Tom Hawkins

FOR RELEASE at 6 P.M. E.S.T.
Friday, June 18

NEA Commission Issues Its Report
On Louisville, Kentucky, Schools

LOUISVILLE, KY., June 18--Louisville must act quickly to avoid further deterioration of its battered school system, according to a study by a special committee of the National Education Association's National Commission on Professional Rights and Responsibilities.

By repeatedly turning down school tax proposals for more than 10 years, local support for education has come to a standstill, although Louisville can well afford to pay for an up-to-date school system, the committee reports.

To avoid severe losses for pupils in the school years ahead, the committee urged the Louisville community to work against political leaders who seek to keep taxes down and to develop more support for education by its citizens.

Louisville must, the committee declares "awaken to the fact that it is the task of the public schools to develop the aptitudes and skills which will equip today's youngsters to compete in the increasingly automated world...The citizens of Louisville must be alerted to the grave choice with which they are confronted--increased cost for a more up-to-date program of education or even greater expenses for welfare and relief programs."

The committee recommends that the National Education Association continue to give aid and encouragement to the Louisville Education Association and to the educators of Louisville in their efforts to improve educational conditions.

(More)

NEA should be prepared, the report concludes, to give additional emergency support if the school finance crisis is not promptly resolved.

The special study was undertaken by NEA at the request of the Louisville Education Association in Nov. 1964. The special committee began a full investigation in cooperation with the city's board of education and others involved in education.

Some highlights of the report:

• Basic educational programs cannot escape deterioration when facilities, professional staff availability, and supporting services are all at disastrously low levels in Louisville public schools.

• The children themselves are the worst victims. But so are the educators, who are underpaid, overworked, and continuously frustrated in efforts to fulfill their obligation to educate each child to the full extent of his abilities.

• Aid from the state is necessary because the Louisville board of education, dependent upon meager local revenues, is limited in what it can do to improve conditions.

• Controversy worsens the problems. Some favor uniting the Louisville Independent School District with the Jefferson County School District, and others would keep them separate. Indecision over the merger issue has interfered with the central problem of both city and county--more money for the schools.

• Kindergartens in the Louisville schools were eliminated in an economy move in 1956, and in the following year first-grade enrollments almost doubled. They still are high.

• There are no guidance counselors in Louisville public elementary schools, and special programs are not available for an estimated 50 percent of mentally retarded children who could be educated.

(More)

• The system employs one certificated librarian for supervisory services in elementary schools but employs no librarians in any of these schools.

• Basic texts are provided for grades 1-8 in Kentucky school districts, but for the past two years the Louisville system has had no budget for supplementary books at any grade level.

• A reading clinic was abandoned after defeat of a November 1964 school tax increase. The visiting teacher program has been curtailed. District funds for instructional supplies have been severely reduced.

• School plants, as well as the educational program, are deteriorating from lack of proper upkeep. Some city schools have not been painted in over 15 years. Over 60 percent of the city schools were built prior to World War I.

• The high rate of dropout from Louisville schools is reported as one of the most serious results of the critical situation. In 1964, a report stated that only 56 percent of the 1959-60 ninth-grade pupils in Louisville schools were graduated in 1963, in contrast with the national average of 70 percent.

• Salary comparisons with 48 school systems having enrollments of 50,000 to 99,999 and the Louisville 1964-65 schedule show: Among the 48 systems, teachers with bachelor's degrees earn from $4,730 to $7,207, in Louisville they earn $4,400 to $6,200. Those with the master's degrees average from $5,080 to $7,840 in the 48 systems, from $4,600 to $6,500 in Louisville.

# # #

6/18/65

June 9, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Beatrice M. Gudridge or Tom Hawkins

FOR RELEASE: P.M. PAPERS
Wednesday, June 9, 1965

Public Schools Must Fight Not Just Prejudice
But Other Effects of Slum Living, Says EPC

WASHINGTON, D.C., June 9--The great job of the public school is to make this nation truly a land of equal opportunity for all of its people, white and non-white, the influential Educational Policies Commission (EPC) declared today.

Despite Americans' long-held "belief in the equal dignity of all men," EPC states, "barriers to personal advancement have never fallen" for large numbers of disadvantaged persons within the population--Negroes, Puerto Ricans, migrant farm laborers, American Indians, and others.

For the disadvantaged, opportunities are grossly unequal, the Commission holds, and especially for Negroes, whose cultural and economic deprivations are compounded by race prejudice. As a result, they suffer from a number of consequences which have limited their education. The Commission analyzes these consequences and suggests educational programs to compensate for them.

The EPC report on "American Education and the Search for Equal Opportunity" deals in some detail with today's de facto segregation and the role of educators in helping to overcome it.

EPC is jointly sponsored by the National Education Association and the American Association of School Administrators. The 19-member Commission does not, however, set policies for the sponsors; its task is to supply the best of educational thinking on major issues.

The Commission makes these points on de facto segregation:

(More)

Public Schools Must Fight Not Just Prejudice
But Other Effects of Slum Living, Says EPC

In many areas there is "discrimination in the sale and rental of housing," "only token representation" for Negroes in the craft trades, and reluctance of some institutions to train Negroes in professions and technical occupations.

"Segregation on grounds of race is bad," EPC states. "In education it denies children, white or Negro, a chance to obtain a broader perspective on the society. It complicates the overcoming of racial stereotypes. In middle class schools, it breeds a sense of innate superiority which is unjustified and unhealthy...

"Contacts among children of varied backgrounds are essential to education. Pupils learn much from each other...The best way to build good relations between the races is to enable each race to have experiences with the other."

EPC recommends:

"Educational considerations should be primary in the schools. The questions which arise from efforts to eliminate de facto segregation deeply involve public passions pro and con, thereby complicating the search for solutions that the public will tolerate. This search must be illuminated by the understanding that the purpose of schools is education and that no child is being served if education is being made impossible."

Funds should be spent "with a view to equalizing educational opportunity, not with a view to equalizing per-pupil expenditures. This means that more should be spent for each culturally disadvantaged pupil, just as for each physically handicapped pupil, than the average per-pupil expenditure in the school district. The greatest help should be given to the children in greatest need."

Nursery school should be provided before kindergarten to help the disadvantaged child, especially in reading, so that he can have "a fair start in the regular elementary school program." Nursery and kindergarten education should be available for these children everywhere at public expense.

(More)

Public Schools Must Fight Not Just Prejudice
But Other Effects of Slum Living, Says EPC

The advantages of the neighborhood school are considerable, particularly in early education, and should be recognized. Such a school makes easier the teacher's efforts to know the pupil's home and community life, the parents' ability to identify themselves with their children's education, "and it is easier to make a community center of the school if it truly is a neighborhood school.

"However, the theoretical advantages of the neighborhood school should not be used to argue in its behalf where they are not carried into practice. In addition, the benefits of the neighborhood school are not necessarily lost if children are transported outside the neighborhood."

"Provision should be made in every school, preferably with pupils and parents participating in the planning, for intensive intercultural activities," EPC declares. These activities should be an important part of every school program.

"Interracial experience should be provided even in places where the population of an entire school district is of one race. This can be done, if need be, by transportation to bring pupils of different races together for certain activities," such as glee club concerts, games for small children, tutoring by older pupils, or language clubs.

"Urban renewal should involve housing and school planning in cooperation. Many people choose to live in an area partly on the basis of the school situation. The goal should be to create neighborhoods that will attract a mixture of racial, cultural, and economic groups.

"It is inexcusable for urban renewal to result in the preservation or spread of segregation, yet that has occasionally been its result," EPC reports. "It is equally inexcusable for public housing to contribute to de facto segregation, yet that has occasionally been its result."

"Desegregation of schools should be planned with awareness of its possible consequences and likely effects on the whole community. There are communities, for example, where insistence on an even racial mixing in schools is more likely to produce a re-segregation than an integration of schools."

(More)

Public School Must Fight Not Just Prejudice
But Other Effects of Slum Living, Says EPC

The report concludes:

"Insofar as inequality of opportunity is based on prejudice, it can be fought by education. A disadvantaged life means a dearth of skills and understandings, a dearth which has a real existence apart from prejudice. The acquisition of these abilities is also a matter of education.

"For millions of Americans, the American promise has been largely or wholly unfulfilled. Millions of others have lived their lives blinded by prejudices and by their actions or their attitudes have prolonged a situation of gross inhumanity."

"The fundamental solution in both cases lies in the greater development of the abilities of all Americans. The public school therefore has before it two jobs of unique and surpassing importance, two jobs which it alone can perform--to make the United States one nation, and to make it a nation of equal opportunity."

6/9/65

NOTE: A copy of "American Education and the Search for Equal Opportunity" for press use only is available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. Copies for other use may be ordered at the following prices: Single copy, clothbound, $1.25; paper self-cover, 35 cents. Discounts on quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Order from National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

MEMBERS OF THE EDUCATIONAL POLICIES COMMISSION

June 1, 1965

Arthur F. Corey, Chairman	Executive Secretary, California Teachers Association	Burlingame, Calif.
Margaret Lindsey, Vice Chairman	Professor of Education, Teachers College, Columbia University	New York, N. Y.
Roberta S. Barnes	Principal, Lafayette Elementary School	Washington, D. C.
George B. Brain	President, American Association of School Administrators, and Dean, College of Education, Washington State University	Pullman, Wash.
Samuel M. Brownell	Superintendent of Schools	Detroit, Mich.
William G. Carr	Executive Secretary, National Education Association	Washington, D. C.
Forrest E. Conner	Executive Secretary, American Association of School Administrators	Washington, D. C.
J. W. Edgar	State Commissioner of Education	Austin, Tex.
Lois V. Edinger	President, National Education Association and Assistant Professor, University of North Carolina	Greensboro, N. C.
John H. Fischer	President, Teachers College Columbia University	New York, N. Y.
Wendell Godwin	Assistant Secretary for Lay Relations, Kansas State Teachers Association	Topeka, Kan.
Clarice Kline	Classroom Teacher, Waukesha High School	Waukesha, Wis.
James D. Logsdon	Superintendent of Schools, Thornton Township	Harvey, Ill.
Forrest Rozzell	Executive Secretary, Arkansas Education Association	Little Rock, Ark.
Abram L. Sachar	President, Brandeis University	Waltham, Mass.
Lina Sartor	Classroom Teacher, Pachuta Elementary School	Pachuta, Miss.
H. E. Tate	Executive Secretary, Georgia Teachers and Education Association	Atlanta, Ga.
Stephen J. Wright	President, Fisk University	Nashville, Tenn.

James E. Russell, Secretary of the Commission

June 8, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel
Alice Morton
ARCHIVES

6/8/65

FOR RELEASE TO P.M. PAPERS
June 11

Teachers, Like Doctors,
Aim at Policing Own Ranks

WASHINGTON, D.C.--The legal profession protects the public from incompetent or unethical lawyers through disbarment. The medical profession protects the public from incompetent or unethical doctors through rescinding licenses. Yet the teaching profession--except in a few states--has no means of protecting the public against incompetent or unethical teachers.

Two officials of the National Education Association, world's largest professional organization, believe this state of affairs must change. The teaching profession, they say, should be able to keep its own house in order.

And Don Davies, head of the National Commission on Teacher Education and Professional Standards (NCTEPS), and Richard Kennan, head of the National Commission on Professional Rights and Responsibilities (NCPR&R), have some suggestions for doing just that.

The suggestions are the result of a collaboration between the commissions--NCTEPS, which is concerned with the recruitment, selection, preparation, certification and improvement of teachers, and NCPR&R, which investigates instances in which schools or teachers are the target of accusations and which fights for the rights of teachers unfairly treated or unjustly accused.

The suggestions--contained in a new report, "Professional Practices Regulations: A Platform for Action"--center around creation of a "professional practices" act by state legislatures. Where created, these acts would permit the teaching profession to regulate teachers in the same way the legal profession and the medical profession regulate attorneys and physicians.

(More)

Kentucky, Florida and Oregon are the only states which now have such acts.

In other states, however, professional groups of teachers have instituted elements of a professional practices program, but without legal backing, the report says.

The state acts set up professional practices commissions, made up of educators. The commissions are responsible for setting standards of competence for teachers and seeing that the standards are understood and enforced.

While making no prescription for what these standards should be, Davies and Kennan instead suggest "basic principles" on which legislation could be based.

A few of them:

- Fair dismissal procedures for teachers, so that fired teachers have an appeal route.
- Judgements on the basis of principles, not personalities.
- Provisions for preventive measures through warnings and recommendations before teaching certificates are revoked.
- Financing of commission activities by members of the teaching profession.

"Individual members (of the teaching profession), by the way they practice, reflect the total profession. The profession, therefore, should exercise greater responsibility in dealing with individuals and groups whose practices reflect unfavorably on the profession as a whole," the report says.

6/8/65

NOTE: For press use only, copies of "Professional Practices Regulations: A Platform for Action," may be obtained from the Division of Press, Radio and Television Relations, National Education Association, 1201 16th St., N. W., Washington, D.C., 20036. For other purposes the 30-page soft cover book may be ordered from Publication Sales at the above address for 25 cents per copy. Payment must accompany orders of $2 or less. Please mention stock No. 521-15716.

June 6, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel or Tom Hawkins

ALICE MORTON
ARCHIVES

FOR RELEASE TO SUNDAY PAPERS
June 6, 1965

College Teacher Shortage
Will Continue, Says NEA

WASHINGTON, D. C., June 6, American universities and colleges face a continuing struggle to maintain qualified teaching staffs, the Research Division of the National Education Association reports.

A new, up-to-date study just released by NEA emphasizes that competition for teachers is high, as it has been for at least 10 years. Many graduate students with advanced degrees would be good candidates for college teaching, but some are turning to appealing jobs in industry, government, and elsewhere.

Many who remain within the schools of higher education are switching from teaching to research financed by grants.

A bright spot is a rise in the number of new teachers with doctoral degrees. There is also a welcome improvement at the bottom level of scholarship; fewer teachers are being employed before obtaining a master's degree. But shortages in the colleges are expected to continue for an indefinite time.

These views are presented in "Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1963-64 and 1964-65," planned and written by Dr. Ray C Maul, assistant director of NEA Research. It is the sixth of a biennial series on higher education begun in 1953-54.

This latest study is based on reports by 1,084 universities and colleges and 566 junior colleges, both public and nonpublic and with enrollments varying from above 10,000 to below 500.

(More)

College Teacher Shortage

Some highlights on the degree-granting schools:

• New teachers, those without previous full-time jobs in a university or college, numbered 16,059, or exactly 9.6 per cent of regular full-time staff in 1964-65.

• Of these new teachers, 27 per cent held the doctor's degree, but there are wide differences by type of employing institution. The high was 37 per cent in the larger universities, the low 14 per cent in the smaller colleges.

• Wide differences also appear among the teaching fields. In psychology, 59 per cent of new teachers had earned the top level degree; in biological sciences, 50 per cent; in engineering, 45 per cent. But in English only 11 per cent of the new teachers held this degree, and in foreign languages only 17 per cent.

• At the low end of the preparation scale, 9 per cent of the new mathematics teachers and 12 per cent of the English teachers had not yet earned the master's degree. The same was true for 17 per cent of the new foreign language teachers and 13 per cent of the new teachers of engineering.

• Despite the large number of new teachers employed, 940 schools reported acute shortages in one or more teaching fields. Mathematics was listed by 597 institutions, physics by 406, economics by 201, English by 195.

• As many as 517 institutions reported continuing vacancies over the past two years in one or more fields, although funds were budgeted to fill them. Employers were unwilling to take such candidates as were available. Mathematics, physics, economics, English, chemistry, and foreign languages were of greatest concern. And 826 schools foresaw more acute shortages in the years ahead.

• Unfilled administrative positions totaled 322 and ranged from two presidential vacancies, 39 deans or directors of professional schools, through chairman or heads of departments, to librarians and general administrative assistants.

(More)

College Teacher Shortage

• The shortages actually are probably more serious than indicated. The smaller colleges, in particular, can't compete with salaries offered by larger universities. In order to fill vacancies, these colleges must turn to teachers with meager qualifications.

• Of all recent graduates at the doctorate level, just under one-half, 48.4 per cent, are at work as college teachers; one fourth were already in this occupation and one-fourth entered immediately after graduation.

• But here again the field-by-field differences are wide. In English, almost 9 of 10 are at work as college teachers, but in chemistry just over 1 of every 5. Other occupations attract more holders of the doctor's degree in some fields than in others.

• Looking to the future with increasing numbers of college students, educators generally agree that changes are necessary. Some steps being taken and other being planned include:

1. Elimination of nonessential and overlapping courses and stemming the tendency toward fragmented, highly specialized courses. 2. Experiments with variations of class size. (Student-teacher ratio is now about 14 to 1.) 3. Make the student more responsible for his own learning. 4. Use more mechanical and electronic devices, including television and teaching machines, to lower the teacher's work load.

During the past 12 years, the study notes, women have accounted for around one-fourth of new teachers. Their percentage in the colleges this year is 25.2. Although 852 institutions have reported interest in more women teachers, this study has no evidence to show that larger numbers of women actually are being employed in full-time jobs.

Part-time teachers are prominent on college campuses, and their number probably will rise if the shortages now existing continue through the years ahead.

(More)

College Teacher Shortage

NOTE: Single copies of "Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1963-64 and 1964-65," are available to the press from NEA's Division of Press, Radio, and Television. Others may order from the National Education Association, 1201 Sixteenth St., N.W., Washington, D. C. 20036. Single copy, $2.25. Discounts on quantity orders: 2-9 copies, 10%; 10 or more copies, 20%. When ordering specify stock number 435-13204.

# # #

6/6/65

June 3, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

For Further Information:
Fred Stoffel

RELEASE TO: P.M. PAPERS
June 3, 1965

Buffalo Schools Bad,
Investigators Charge

WASHINGTON, D. C., June 2--The public schools of Buffalo, N. Y., are riddled with overcrowded classrooms, poor physical conditions, and shortages of such personnel as remedial reading specialists, guidance counselors, librarians and psychologists. Buffalo teachers earn $1,000 less than the New York state average, and twice the proportion are without college degrees as in other school systems in the state.

The "serious educational shortcomings" in the Buffalo schools are the result of "meager financial support." If "essential improvements in conditions before schools reopen in September" are to be made, the city needs to apply for supplemental state aid.

The 1965-66 school budget has already been adopted.

Both the charges and suggestions came today from a special investigating committee of the New York State Teachers Association and the National Education Association. The committee spent four days in Buffalo this March, interviewing about 150 school board members, school administrators, teachers, city officials, parents, and representatives of community organizations.

The committee statement today is a preliminary one. The full report of the investigation team--including a report of a university survey team which visited 26 schools in Buffalo this April--will be made public later this summer, according to Dr. John W. English, school superintendent in Southfield, Mich., and chairman of the NYSTA-NEA investigating team.

(More)

Copies of the "Preliminary Report About the Financial Plight of the Public School System in Buffalo, N. Y." were mailed yesterday to Lloyd Klute, president of the Buffalo Teachers Federation, an NEA affiliate; Anthony J. Nitkowski, president of the Buffalo school board; Joseph Manch, school superintendent; and Mayor Chester R. Kowal.

The report blamed Buffalo school conditions on "inadequate local financing. This, in turn, is due in large part to the fiscal dependence that exists in Buffalo for which the city government is responsible. Buffalo has used increased state school funds to evade its local responsibility for school support," the report charged. The city, the report continued, "is not even making the low minimum local effort required to obtain the full amount of state funds available for school purposes."

But supplemental aid from the state for the coming school year, the preliminary report implies, would be an immediate solution. "In the opinion of the Special Committee, conditions in the Buffalo school system will continue to deteriorate rapidly unless prompt and forceful action is taken to remedy the financial plight of the schools. The ways and means are available to the board of education, the citizens, and the officials of the city. However, the bickerings and partisanship that currently prevail in some key areas must be supplanted by a spirit of public service and mutual trust if the children of Buffalo are to have as fine an educational program as the city can afford and should achieve."

The committee, headed by Dr. English, also included: Dr. Henry E. Butler, Jr., associate professor of education at the University of Rochester; Dr. Frederick J. Byrnes, assistant superintendent of schools in Ridgewood, N. J.; Dr. Daniel E. Griffiths, dean of the school of education at New York University; Mrs. Leonard L. Mancuso of Glassboro, N. J., second vice president of the National School Boards Association; Jack A. Russell, a high school teacher from Evansville, Ind.; and Mrs. C. Meredith Springer, Babylon, Long Island, past president of the New York State Congress of Parents and Teachers.

6/3/65

June 1, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel

June 1, 1965

IMMEDIATE RELEASE

State School Bus
Supervisor Elected
To National Group

WASHINGTON, D. C.---The state supervisors of school transportation in Florida, Maryland, Minnesota, New York, North Carolina and Washington have been elected to a new watchdog committee on school bus safety.

J. Pope Baird of Florida, Morris W. Rannels of Maryland, Michael J. Haggerty of Minnesota, Maurice G. Osborne of New York, C. C. Brown of North Carolina, and E. E. Kirkpatrick of Washington were named to the Interim Committee on School Transportation by their fellow state transportation supervisors.

The committee and its parent National Conference on School Transportation are sponsored jointly by the United States Office of Education, the Council of Chief State School Officers, and three units of the National Education Association--National Commission on Safety Education, American Association of School Administrators, and Department of Rural Education.

The new committee will keep an eye on such things as school bus construction, preparation and supervision of school bus drivers, traffic laws, accident reports, and other things affecting the safety of the 15 million children carried daily in more than 200,000 school buses. When significant items are discovered by the committee, other state transportation supervisors throughout the country will be notified.

# # #